

MODULE CODE:	HPTR4002
TITLE:	Early Christian History
DATED:	03/08/17
LEVEL:	4
CREDITS:	20 credits
JACS CODE:	V600

AIM(S)

- Identify in written and oral forms major persons who shaped early development of Christianity and major ethical and theological concerns of early Christians; further, demonstrate comprehension of *why* they matter.
- Using methods taught in the class for critical reading and thinking, identify in oral and written forms various types of responses to diversity within early Christian communities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Work creatively, respectfully and effectively with each other and course content.
- Demonstrate charitable and thoughtful reflection of values held by others and the implications of those values (cause and effect).
- Critically assess values held in our contemporary society, and explore links that these values have with the past (change and continuity).
- Engage in appropriate work in the advanced study of religion, and produce written work that conforms to standards that are established and upheld by the scholarly community, including the construction of a thoughtful claim that can be supported by evidence from the texts.

INDICATIVE CONTENT

This course considers the early history of the Christian religion, specifically the centuries that extend from the first century CE until a century after the legalization of the religion. Using information we gain from primary sources contemporary to the period being studied, we will explore how Christianity developed historically, theologically and socially. There are several ways in which this history might be taught; in *this* class, a particular stress will be placed on the way in which Christians either affirmed or undermined social norms, including authority, ethics, gender, status and purity. We will do this through basic reading, accurate reporting on texts, recognition of authorial assumptions and rhetorical structure, basic oral communication (in large and small group setting) and interacting critically with the material.

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15
Independent learning	170	85
Placement learning		
TOTAL	[credit x10]	100%

ASSESSMENT

Description of each assessment component and its weighting, together with an example for new forms of assessment:

Assessment Component 1 – Coursework 50%

Written/Coursework/Practical Detail (including word count). Coursework will include (1) reflection questions that assist students in their reading of primary source material.

Example of the type of question or task that could be used in the homework:

Read the fragments from *The Gospel of Mary* and answer the following:

1. Consider the relationship between Mary and other figures named in the dialogue; what might this reveal to us about the dynamics of groups that valued this text?
2. What is the basis of Mary's knowledge, and how is it received by others? What might this tell us about male/female dynamics in early Christian communities?

Assessment Component 2 – Essay, 50%

Written/Coursework/Practical Detail (including word count). Students will select one of four Roman social values that we study in this class and, through close reading and analysis of a primary text, will make the claim that their chosen social value is supported or subverted with in the text, using evidence from the text (and secondary, scholarly sources) to support that claim.

Example of the type of question or task that could be used: Using *The Acts of Thekla*, identify how early Christian ethics contribute to female conversion and evaluate how the social value of "kinship" is understood by early Christian communities as it pertains to women.

Assessment Summary

Activity type	Percentage
Coursework	50
Essay	50
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words):	

Module Code		
Module Title	Early Christian History	
Classification	Reading List entry	Electronic*
Essential	Select primary sources provided as PDFs	☒
Essential	Joseph H. Lynch, <i>Early Christianity: A Brief History</i> . Oxford University Press, 2010. ISBN: 978019513803.	☐
Essential	Bart D. Ehrman, ed., <i>After the New Testament: A Reader in Early Christianity</i> . Oxford University Press, 1999. ISBN: 9780195114454.	☐
Essential		☐

* Place a X in the box if the entry is an electronic resource, such as an e-book or on-line journal (one click will enter X).